

## Holly Hill Elementary

1490 Brant Avenue PO Box 279  
Holly Hill, South Carolina 29059

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	551 Students	
<b>Principal</b>	Carol Szorosz	803-496-5219
<b>Superintendent</b>	David Longshore, Jr.	803-496-3288
<b>Board Chair</b>	Robert Williams	803-496-3288

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	27	80	23

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## NO

This school met 12 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Below Average	Below Average	No
<b>2006</b>	Below Average	Unsatisfactory	No

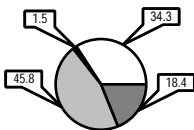
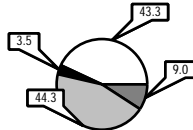
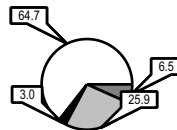
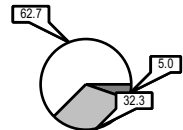
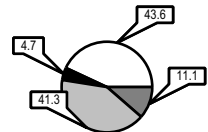
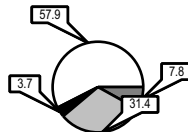
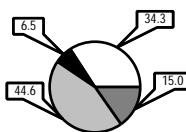
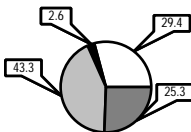
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	222	90.1	31.1	47.5	19.7	1.6	34.4	Yes	Yes
<b>Gender</b>									
Male	115	85.2	30.8	47.3	20.9	1.1	38.5	N/A	N/A
Female	107	95.3	31.5	47.8	18.5	2.2	30.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	32	90.6	18.2	40.9	36.4	4.5	50.0	I/S	I/S
African American	185	90.3	33.1	48.4	17.2	1.3	31.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	165	100.0	24.8	49.7	23.5	2.0	40.9	N/A	N/A
Disabled	57	61.4	58.8	38.2	2.9	0.0	5.9	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	222	90.1	31.1	47.5	19.7	1.6	34.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	219	90.4	30.9	47.5	19.9	1.7	34.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	181	90.6	33.3	48.4	17.0	1.3	32.0	Yes	Yes
Full-pay meals	39	87.2	20.0	43.3	33.3	3.3	46.7	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	222	90.1	38.6	47.8	9.8	3.8	27.7	Yes	Yes
<b>Gender</b>									
Male	115	85.2	37.0	45.7	13.0	4.3	33.7	N/A	N/A
Female	107	95.3	40.2	50.0	6.5	3.3	21.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	32	87.5	27.3	50.0	13.6	9.1	40.9	I/S	I/S
African American	185	90.8	40.5	47.5	8.9	3.2	24.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	165	100.0	31.5	52.3	11.4	4.7	32.2	N/A	N/A
Disabled	57	61.4	68.6	28.6	2.9	0.0	8.6	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	222	90.1	38.6	47.8	9.8	3.8	27.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	219	90.4	38.5	47.8	9.9	3.8	27.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	181	90.6	41.6	48.7	8.4	1.3	24.0	No	Yes
Full-pay meals	39	87.2	23.3	43.3	16.7	16.7	46.7	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	222	99.1	63.9	26.7	6.4	3.0	9.4
<b>Gender</b>							
Male	115	98.3	59.0	28.6	7.6	4.8	12.4
Female	107	100.0	69.1	24.7	5.2	1.0	6.2
<b>Racial/Ethnic Group</b>							
White	32	93.8	47.8	21.7	13.0	17.4	30.4
African American	185	100.0	65.5	27.6	5.7	1.1	6.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	165	100.0	56.4	32.2	8.1	3.4	11.4
Disabled	57	96.5	84.9	11.3	1.9	1.9	3.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	222	99.1	63.9	26.7	6.4	3.0	9.4
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	219	99.1	63.3	27.1	6.5	3.0	9.5
<b>Socio-Economic Status</b>							
Subsidized meals	181	99.4	66.7	26.8	6.0	0.6	6.5
Full-pay meals	39	97.4	50.0	26.5	8.8	14.7	23.5

<b>Social Studies</b>							
All Students	222	98.6	61.9	32.7	5.4	0.0	5.4
<b>Gender</b>							
Male	115	97.4	57.1	38.1	4.8	0.0	4.8
Female	107	100.0	67.0	26.8	6.2	0.0	6.2
<b>Racial/Ethnic Group</b>							
White	32	93.8	43.5	39.1	17.4	0.0	17.4
African American	185	99.5	64.4	31.6	4.0	0.0	4.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	165	100.0	54.4	38.9	6.7	0.0	6.7
Disabled	57	94.7	83.0	15.1	1.9	0.0	1.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	222	98.6	61.9	32.7	5.4	0.0	5.4
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	219	98.6	61.8	32.7	5.5	0.0	5.5
<b>Socio-Economic Status</b>							
Subsidized meals	181	98.9	64.3	33.9	1.8	0.0	1.8
Full-pay meals	39	97.4	50.0	26.5	23.5	0.0	23.5

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	77	97.4	31.9	39.1	27.5	1.4	29.0
	4	81	100.0	36.3	43.8	20.0	0.0	20.0
	5	85	98.8	25.9	61.7	12.3	0.0	12.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	86	90.7	20.3	44.9	30.4	4.3	34.8
	4	67	86.6	37.0	46.3	16.7	0.0	16.7
	5	69	92.8	38.3	51.7	10.0	0.0	10.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	77	100.0	38.0	54.9	7.0	0.0	7.0
	4	81	100.0	48.8	36.3	10.0	5.0	15.0
	5	85	100.0	45.1	41.5	9.8	3.7	13.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	86	90.7	34.8	43.5	14.5	7.2	21.7
	4	67	85.1	46.3	44.4	9.3	0.0	9.3
	5	69	94.2	36.1	55.7	4.9	3.3	8.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	77	100.0	54.9	43.7	1.4	0.0	1.4
	4	81	100.0	65.0	28.8	6.3	0.0	6.3
	5	85	100.0	52.4	28.0	9.8	9.8	19.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	86	98.8	55.3	27.6	9.2	7.9	17.1
	4	67	98.5	67.2	27.9	4.9	0.0	4.9
	5	69	100.0	70.8	24.6	4.6	0.0	4.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	77	100.0	31.0	59.2	8.5	1.4	9.9
	4	81	100.0	41.3	46.3	11.3	1.3	12.5
	5	85	100.0	42.7	43.9	8.5	4.9	13.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	86	98.8	51.3	39.5	9.2	0.0	9.2
	4	67	97.0	57.4	37.7	4.9	0.0	4.9
	5	69	100.0	78.5	20.0	1.5	0.0	1.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 551)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.8%	Up from 3.0%	4.0%	2.8%
Attendance rate	91.8%	No change	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.3%	Up from 4.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	8.7%	Up from 4.9%	0.0%	0.0%
Eligible for gifted and talented	1.8%	Down from 3.6%	5.0%	10.4%
On academic plans	0.0%	N/AV	46.0%	33.6%
On academic probation	0.0%	N/AV	1.2%	1.0%
With disabilities other than speech	11.1%	Up from 9.8%	6.9%	7.5%
Older than usual for grade	0.8%	Down from 1.0%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 39)</b>				
Teachers with advanced degrees	59.0%	Down from 61.5%	51.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.2%	N/A	4.0%	2.4%
Teachers with emergency or provisional certificates	5.9%	Up from 3.1%	2.2%	0.0%
Teachers returning from previous year	92.0%	Up from 88.4%	85.2%	87.3%
Teacher attendance rate	92.4%	Down from 94.5%	94.7%	94.9%
Average teacher salary	\$43,403	Up 2.0%	\$41,406	\$42,485
Prof. development days/teacher	13.5 days	Up from 9.9 days	13.6 days	13.3 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 16.9 to 1	16.7 to 1	18.6 to 1
Prime instructional time	82.8%	Down from 85.3%	88.7%	89.7%
Dollars spent per pupil*	\$7,030	Up 11.6%	\$7,229	\$6,557
Percent of expenditures for teacher salaries*	56.4%	Down from 62.5%	61.7%	64.0%
Percent of expenditures for instruction*	63.1%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.5%	Up from 96.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	17.3%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	No

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The Holly Hill Elementary family continues to grow as a community of learners. Our motto of Putting Children First drives our decision-making process. We work diligently to improve student instruction and performance, involve parents, and increase community support. Children and their needs are always first as we strive to meet our goals.

The faculty and staff continue to participate in quality professional development, to employ research-based teaching strategies, to maintain high student expectations, to provide opportunities for parental involvement, and to improve school/home/community communication and relationships. We are located in a rural area that limits student exposure to cultural and academic experiences outside the school. Therefore, committees ensure that our children have opportunities to participate in numerous cultural and academic activities both on and off campus.

Approximately 45% of our students were recognized for academic achievement at award programs throughout the year. Students also participated enthusiastically in many altruistic activities. A fifth-grade student won first place and four class projects received awards at the District's Science Fair. Two fifth-grade students went on to represent HHE in the Regional Science Fair. Two teams entered the National News Bowl. Two students were selected to attend the Orangeburg-Calhoun Consortium for the Arts summer program. One third-grade student won first place in the State Math Poster Contest. A fifth-grade student was a top winner in an essay contest sponsored by the Orangeburg County Community of Character. Our chorus wrote the school song.

Our mission is to prepare students academically, socially, and emotionally to become productive members of society. Given our level of commitment, we are confident that we will successfully accomplish our goal.

Carol Szorosy, Principal  
Susan Shuler, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	42	62	27
Percent satisfied with learning environment	82.9%	93.5%	66.7%
Percent satisfied with social and physical environment	90.2%	83.9%	63.0%
Percent satisfied with school-home relations	59.5%	90.3%	66.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.